

RELATIONSHIP BETWEEN TEACHER ASSISTANT SUPPORT AND ACADEMIC ACHIEVEMENTS OF EXCEPTIONAL STUDENTS IN INCLUSIVE EDUCATION

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Abstract: Through qualitative research this study investigated the relationship between teacher assistant support and academic achievements of exceptional students in Azerbaijan which also suggests universal implication. With semi-structured interview the researcher looked at the above-mentioned relationship through class teachers' eyes and with observation through his own eyes. The findings clearly imply that there is definitely a strong relationship between teacher assistant performance and academic development of students with special educational needs. However, involvement of assistant teachers into inclusion might lead to isolation within classes if they take superior position to class teachers. For the sake of effective start and progress of inclusive practice, education reforms should be implemented in order to increase class teachers' capacity in order to enable them to lead inclusive education.

INTRODUCTION

Depending on what country you live in, the personnel hired by schools to assist classroom teachers and special educators in their efforts to educate students with disabilities are known by a variety of names such as teaching assistant (TA), learning support assistant (LSA), teacher aide, paraprofessional, paraeducator, and special needs assistant (SNA) (Giangreco & Doyle, 2007). The utilization of teacher assistants to support the education of students with disabilities has increased in several throughout the world (Giangreco & Doyle, 2007, Logan, 2006). Teacher assistant's performance is considered a necessary mechanism to support inclusive education. Teacher assistants have become almost exclusively the way, rather than a way, to support students with disabilities in general education classrooms, especially those with severe or low-incidence disabilities (Giangreco, 2013). While teacher assistants engage in a wide variety of duties, their roles have become increasingly instructional over time (Carter, et al., 2009, Groom & Rose, 2005, Riggs & Mueller, 2001). Relevant literature suggests that when teacher assistants are utilized to support instruction a basic set of foundational practices should be in place. First of all, any potential instruction provided by teacher assistants should be supplemental, not primary or exclusive. Second, teacher assistants should be working from professionally prepared plans developed by teachers or special educators based on evidence-based approaches, thus not putting teacher assistants in the inappropriate role of making pedagogical decisions. Third, teacher assistants should be trained to implement these teacher-developed plans with procedural fidelity. Fourth, teacher assistants should be trained to constructively manage and respond to challenging student behaviors that might arise during instruction. Fifth, teacher assistants should receive ongoing monitoring and supervision from qualified professionals — not be left to fend for themselves. In addition to supplemental instructional roles, teacher assistants can undertake valuable noninstructional roles that allow teachers and special educators more time to work directly with students and collaborate with each other (Giangreco, 2013). These practices seem logical and desirable. However there is also the literature which suggests that they are the exception rather than the norm (Webster et al., 2010, Rutherford, 2011). Some recent research reports that teacher assistants can be effectively trained to undertake a variety of academic and social tasks that result in positive student outcomes (Malmgren, et al., 2005, McDonnell et al., 2002). But other observations of teacher assistants involved in instruction suggest that they may have difficulty implementing interventions with fidelity and are prone to engaging in instructionally unhelpful behaviors (Rubie-Davies et al., 2010). A key overall finding from a large-scale, longitudinal study in the UK reported consistently negative relationships between the amount of support from teacher assistants and pupils' academic progress (i.e., English, maths, science) that was not accounted for by pupil characteristics. As stated at the outset, this is not meant to blame teacher assistants; they are not trained teachers and should not be expected to function interchangeably as if they were teachers (Webster et al., 2010 as cited in Giangreco, 2013). One of those most fundamental conceptual and practical problems associated with the heavy reliance on teacher assistants to support the academic and social needs of students with disabilities is the simple truth that we are assigning the least qualified personnel to students who present the most complex learning challenges (Brown et al., 1999; Rutherford, 2011). Descriptive research has documented that the seemingly well-intended assignment and excessive proximity of a teacher assistant to a student with a disability

can lead to a wide range of inadvertent detrimental effects such as (a) separation from classmates, (b) unnecessary dependencies, (c) interference with teacher engagement, (d) interference with peer interactions, (e) insular relationships between students and teacher assistants, (f) stigmatization, (g) limited access to competent instruction, (h) loss of personal control by students with disabilities, (i) loss of gender identity, and (j) risk of being bullied (Giangreco, 2013).

Research suggests that the training, deployment and teacher relationships of TAs can determine the impact they have. There are calls for more focused training for TAs entering the profession, particularly as there may be a mismatch between the training they receive and the demands of their role (Groom and Rose 2005, Blatchford et al., 2011). The impact of TAs can vary depending on how they are deployed. For example, TAs who are used to deliver specific interventions have a more positive impact on pupil performance than those who are not (Farrell et al. 2010). Similarly, TAs who work with small groups may be more effective than those working with individual pupils (Howes 2003). With regard to teacher relationships, TAs would appreciate, amongst other things, more joint planning time with the teachers they support, as they often arrive at lessons without knowing what they will be doing. Clearly, the use of TAs is a complex issue that needs to be better understood if they are to facilitate the inclusion of pupils with special needs (Symes and Humphrey 2011, Farrell et al., 1999; as cited in Symes & Humphrey, 2012).

THE ROLE OF A CLASS TEACHER (CT)

As a result of the inclusive education movement, classroom teachers have become significantly more involved in the education CSN. The attitude of the class teacher (CT) towards students has a major impact on the success of all students, particularly those with special needs. Classroom teachers must be able to perform different skills, such as the following: acting as a team member on assessment and “individual education plan” committees; being innovative in providing equal education opportunities for all students, including CSN; and individualizing instruction for CSN; advocating for CSN. To sum up, classroom teachers control educational programs for all students (Smith et al., 1998).

Studies suggest (Sanders and Horn, 1998; Bailleul et al., 2008, as cited in European Agency for Development in Special Needs Education, 2010) that the quality of the teacher contributes more to learner achievement than any other factor such as class size, class composition, or background. Reynolds (2009, as cited in European Agency for Development in Special Needs Education, 2010, p. 7) says that it is the knowledge, beliefs and values of the teacher that create an effective learning environment for all students, making the teacher a critical influence in education for inclusion and the development of the inclusive school. European Commission Communication Improving the Quality of Teacher Education (2007) states that teachers need to have the full range of subject knowledge, attitudes and pedagogic skills to be able to help young people to reach their full potential by responding to specific needs of each student applying a wide range of teaching strategies. Moreover, in the same document it is highlighted that Higher Education institutions have an important role to ensure that their teacher education courses are based upon solid evidence and good classroom practice (European Commission Communication Improving the Quality of Teacher Education, 2007, p. 15). Following a survey of primary school teacher training Franzkowiak (2009, as cited in European Agency for Development in Special Needs Education, 2010, p.27) recommended that introductory courses on inclusive education should be mandatory for all teacher education students, and bachelor and masters courses should include inclusive education and combined degree programs. Moreover, regular trainings are very important for teachers. Studies conducted by Avramidis et al. (2000) indicate that teachers who participated in trainings of high quality feel to be more competent in teaching inclusive classes. With professional trainings teachers get detailed information and necessary skills in inclusive education, and consequently get self-confidence in teaching profession which increases their eagerness to take responsibilities of a classroom with diverse needs (Opdal et al., 2000).

THE ROLE OF A TEACHER ASSISTANT (TA)

Students with disabilities who attend in inclusive schools are now likely to be allocated a TA for further support to benefit from education with their peers. So the relevant response to inclusive education is to make sure that there is an extra teacher available in the classroom whose role is important for success of inclusive practice (Lacey, 1999). Farrell et al. (1999, as cited in Vincett et al., 2005) clearly present the distinction between the role of TAs and teachers. Teachers plan the programs, monitor their success, hold review meetings, and liaise with parents. And the responsibility of a TA simply is to implement the programs under teachers’ guidance. And TAs support students in mainstream classes by keeping in contact with those who need help, but not sitting with a student. Support cannot be only in favor of students with special needs. Rather, it must support class teachers (Hrekow and Barrow, 1993). For Kennedy et al., (1975) it is not the responsibility of a TA to plan activities, organize or manage classroom. Their performance is restricted to only encouraging and helping student when they need support. Since TAs are mainly allocated to work specially with children with special needs (CSN), some problems emerge from this practice. First, students become dependent on TAs both socially and academically. Moreover, this practice causes identification of such students as different, and consequently can

make a barrier for a CT to know students with special needs better in order to plan and prepare curriculum activities for their inclusion. And lastly, this practice prevents the whole class students from benefiting support of TAs (Jones, 1987). To avoid these negative effects of classroom support by TAs a number of principles should be followed. First of all, the instruction provided by TAs should be supplemental, but not primary. Second, TAs should work on professional plans prepared by a CT or a special educator. Third, teacher assistants should get professional trainings. Finally, TAs should be under regular monitoring and supervision of qualified experts (Causton-Theoharis et al., 2007). The fact is that the successful inclusion of CSN does not normally happen without assistance, and to create effective assistance school personnel have to work in cooperative methods to provide appropriate programs to all students (Smith, 1998).

KEY PRINCIPLES OF CT – TA COLLABORATION

To attain a better inclusive classroom Vincett et al. (2005) suggest key principles for effective teacher-TA teamwork. The main principles are as follows: senior manager demonstrates commitment to teamwork; classroom teams are clear that they are a team and values positive interdependence; team members have a strong role in defining effective practice for their classroom teams; teachers and TAs have opportunities to reflect on, share and agree their common aims, goals and roles within the team; TAs are allocated to work with a limited number of teachers so that they can spend time getting to know them; classroom team have good communication system; TAs and teachers have time to plan and evaluate together; meetings are carefully structured, with clear roles and opportunities for all to give views, regardless of status; time for teachers and TAs to meet outside of teaching time is accounted for in pay structure and cover costs; teacher and TAs participate in at least some joint trainings.

CO-TEACHING IN IE

Recent trends in inclusive education and legislations promoting access of children with exceptionalities to public school have brought “co-teaching” to the focus of attention which is introduced as a means for improving effective instructions in IE (Cook and Friend, 1995). Co-teaching is implemented to increase and support the inclusion of children with disabilities, and usually includes one general education teacher and one special needs education teacher (Mastropieri and Scruggs, 2006). One of the advantages of co-teaching is that specific viewpoints and approaches of general and special educators are merged to reproduce unique teaching strategies that would not occur if one of them were absent (Friend et al., 1993).

Cook and Friend (1995) give the following definition for co-teaching: two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space. Moreover, Cook and Friend (1995) elaborate on four key components of this definition. First one is that co-teaching involves two or occasionally more educators, one of which is a general education teacher and the other is a special educator. The second part of our co-teaching definition specifies that the educators deliver substantive instruction which means that that both professionals are involved actively in the instruction of students. Third, the educators teach a diverse group of students, including students with disabilities. The last component clearly indicates that in co-teaching the instruction is delivered primarily in a single classroom or physical space. Still it does not preclude the possibility of occasionally separating groups of students for instruction that involves considerable activity with possible high levels of noise and distraction.

CO-TEACHING APPROACHES

Cook and Friend (1995) also outlined five co-teaching approaches: One Teaching One Assisting where one teacher takes a clear lead in the classroom while the other observes students assisting them as needed; Station Teaching where teachers divide instructional content into two or more segments and present the content at separate locations within the classroom; Parallel Teaching where the teachers plan the instruction jointly, but each delivers it to a heterogeneous group consisting of half the class; Alternative Teaching where one teacher works with the small group while the other instructs the large group; Team Teaching where both teachers share the instruction of students. Cook and Friend (1995) argues that all these approaches have variations depending on the subject, age of the students, and none of the approaches is best or worst which can be used alone or with another. The particular model should be based on the needs of students, curriculum knowledge of teachers, and if necessary, grouping decision (Anderson et al., 2013).

THE CONCEPT OF ACADEMIC ACHIEVEMENT

For Fisher et al. (1995) academic achievement refers to successful performance in schooling. Schooling, in its term, includes academic skills such as writing, reading, problem solving etc. which are integral parts of academic content. School environment is critically important for advanced educational performance. The level of achievements of CSN in IE depends on several factors one of which is teaching approach of an educator. Teaching strategy has appeared to improve academic success throughout all grade levels for both with and without special needs (Fisher et al., 1995). Other techniques which has boosted educational attainments of CSN

are the usage of didactic materials in addition to textbooks in the sphere of social studies (Gersten et al., 2006), and using an inquiry-based approach to science with a focus on varied ways of communicating learning (Pulincsar et al., 2001).

Armstrong (2006) proposes more detailed definition of academic achievement: academic achievement is the totality of speech acts and written communications that view the purpose of education primarily as supporting, encouraging, and facilitating a student's ability to obtain high grades and standardized test scores in school courses, especially in courses that are part of the core academic curriculum. For Armstrong (2006), first and foremost in academic achievement is an emphasis on academic content such as literature, science, and math, and academic skills such as reading, writing, problem solving, and critical thinking.

Some studies show that (Sanders and Horn, 1998; Bailleul et al., 2008, as cited in European Agency for Development in Special Needs Education, 2010) that a competent teacher can support and boost academic achievements of children more than other factors. A teacher who is equipped with necessary knowledge and experience is apparently a leading factor to provide equal opportunities and education for all within inclusive setting. Reynolds (2009, as cited in European Agency for Development in Special Needs Education, 2010, p. 7) suggests that a teacher's joint features such as theoretical and empirical knowledge, teaching approach, and values can create a suitable learning environment for all.

INNOVATIONS IN EDUCATION

"An innovation is a planned change, which aims to improve practices." (Skogen, 2001, p. 326) Dalin (1978) suggests that innovation means a deliberate attempt to improve practice in relation to certain desired objectives. For Dalin (1978) most studies of educational innovations are concerned with relatively small adjustments of old practices, replacing them by new methods, organizational arrangements or personal policies, and the innovations are not concerned with a redefinition of objectives but rather with a redefinition of the operations of old objectives. Dalin also suggests (1978) a "typology of innovations" with the following dimensions: Objectives and Functions. Innovations are mainly concerned with the objectives and functions of the school in the broader social and economic context; Organization and Administration. Innovations mainly concerned with the organization and administration of the educational system; Roles and Role Relations. Innovations mainly concerned with role definition and role relationships which aim to improve relations between individuals and among groups; Curriculum. Innovations mainly concerned with the curriculum, its aim, content, methods, evaluations, material and internal organizations of instructions.

METHOD

In this research a qualitative research was used to investigate class teachers' view of the performance of teacher assistants in Azerbaijan. Secondary purpose of the research is to find out whether there is a relationship between academic achievements of CSN and work of a TA in the inclusive education context in Azerbaijan. Qualitative research is used to get an explicit understanding of the research questions which involves the perspectives of study participants and the context which they are in (Hennink et al., 2011). Referring to the viewpoints of the research participants to understand the nature of educational process qualitative approach in educational researches tries to explain what happens in educational settings (Burton and Barlet, 2009). Qualitative research also seeks to understand participants' lived experiences from their own point of view (emic), and recognize the subjectivity of participants and researcher (Rubin et al., 2005).

DATA COLLECTION

As for the research method, qualitative study this will adopt triangulation, a multiple methods of data collection which will include a semi-structured interview and observation to extend confidence in its validity and improve the quality of the data and accuracy of the findings. "Use of multiple methods to collect data about a phenomenon can enhance the validity of case study findings through a process called triangulation." (Gall et. al., 2007, p.460). The interview was conducted with the following semi-structured questions:

1. How do you understand the role of a CT in inclusive education?
2. How do you understand the role of a TA in inclusive education?
3. How do you collaborate with a TA?
4. Is there relationship between a TA performance and academic achievements of CSN?

An ideal complementary data collection technique to interview is observation which is conducted in natural contexts helps fill gaps in data collection which may occur in interview. In contrast to interview observation allows a researcher to formulate their own version of what is occurring and then check it with the participants. Observation provides a more detailed description of the phenomenon than would be possible by just referring to interview. Observation provides an additional source of data for verifying the information gained by other methods (Lodico, et al., 2010). In this study also, the researcher, through observation, tried to concentrate on similar aspects of the interview and collect relevant data in order to test validity of it. Observations were hold in two lessons of each participant. Observation focus is as following:

1. Performance of a CT
2. Performance of a TA
3. Collaboration between a CT and a TA
4. Relationship between a TA support and academic achievements of CSN

SAMPLING PROCEDURE

This study deployed purposeful sampling which assumes selecting cases such as events, groups, individuals that are likely to be “information-rich” with respect to the purpose of the study (Gall et al., 2007; Cohen et al., 2007). The main reason why purposeful sampling was employed in this research is that there are few schools offering inclusive education in Azerbaijan. One out of these schools, which has been educating CSN continuously, was selected on the assumption that this school would most likely provide rich data for analysis. Purposeful sampling was also employed when selecting participants because the more experienced the participant is the more information he/she can give. To find a suitable sample the researcher referred to the website of the Ministry of Education for the list of inclusive schools. Later, to select most relevant school the researcher contacted an officer in the ministry who is in charge of inclusive schools, and asked for recommendation.

Based on recommendation, the researcher selected four well-performing inclusive schools which have constantly accommodated CSN for about ten years. As for the well suited participants, the researcher consulted the principal of the school and came to a mutual agreement on the participants based on the criteria of the researcher. Two participants from each school were chosen and at least two interview meetings with each participant were scheduled in order to reach the point of “saturation”, the concept which is explained in terms of “when no new data are emerging” (Corbin and Strauss, 2008). The participants were provided with interview guide so that they could get familiar with the content of the interview, as well as with an informed consent which explained procedures, topics, possible future perspectives of the research.

FINDINGS

PRESENTATION OF THE INTERVIEW DATA

How do you understand the role of a CT in inclusive education?

Classroom teachers must be able to perform different skills such as acting as a team member on assessment and “individual education plan” committees; being innovative in providing equal education opportunities for all students, including CSN; and individualizing instruction for CSN; advocating for CSN. To sum up, classroom teachers control educational programs for all students (Smith et al., 1998).

Common implication of what class teachers said suggests that teachers are quite aware of their responsibilities and commitments. Almost all of them mentioned the necessity of individual approach to CSN and provision of equal opportunities for them. However, all the participants, directly or indirectly, indicated that they don't have crucial role in inclusive education process. A teacher remarked:

“...To be honest, it is impossible because there are more than twenty-five students in the class so it is nearly impractical to think a class teacher can realize individual approach for each student, including CSN. So it is a grace to have a teacher assistant nearby. I cannot imagine what I would do without my assistant.”

Another teacher also mentioned: *“I do my best to deal with learning of exceptional students in my class but I believe this is assistants' responsibility to take special care of them. What is an assistant for?”*

One of the teachers also underlined the same point: *“Well, I understand that my role should be leading in inclusive education and this is exactly what I am trying. This is what we were taught in in-service trainings. But I think this is a conflicting point of theory and practice. I say it out of my experience because I fail to be a leader.”*

How do you understand the role of a TA in inclusive education?

The responsibility of a TA simply is to implement the programs under teachers' guidance. And TAs support students in mainstream classes by keeping in contact with those who need help, but not sitting with a student. Support cannot be only in favor of students with special needs. Rather, it must support class teachers. It is not the responsibility of a TA to plan activities, organize or manage classroom. Their performance is restricted to only encouraging and helping student when they need support.

Interview data obviously indicate that all the participants regard a TA as a key figure in inclusion. A teacher said: *“As you know there could be a student with any kind and degree of mental disability. Probably none of them will improve academically with the aid of common teaching methods because they require special and private attention and care. Here a TA is my savior.”*

One sentence of one of the teachers includes what the others also mentioned as a reply to the question: *“Before starting inclusive education project we had training. Theoretical knowledge of the trainings suggests that the participation of a TA should be of secondary importance in inclusion. But the reality proves that the role of a TA is central and a CT has supporting role. I am not disappointed because I acutely conscious of the fact that with more than twenty students, hard curriculum requirements, and poor teaching aids it is impossible to lead inclusive education as a CT.”*

How do you collaborate with a TA?

Cook and Friend (1995) outlined five co-teaching approaches: One Teaching One Assisting; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching. These approaches also have variations depending on the subject, age of the students, and none of the approaches is best or worst which can be used alone or with another.

The interview data clearly show that there is very weak collaboration between CTs and TAs. Three teachers noted that they had learned a couple of strategies for effective cooperation which were nearly similar to Parallel Teaching and Team Teaching. But as for practical collaboration, almost all the interviewees stressed “providing some instructions”, “showing general direction”, “handy tips for teaching methods”. One teacher highlighted: *“Before explaining new lesson I give certain instructions to my assistant regarding how to deliver new knowledge and which methods to use. My instruction is a kind of recommendation because my assistant knows the exceptional students in the better than me and she knows how to arrange teaching and learning.”*

Is there relationship between a TA performance and academic achievements of CSN?

Academic achievement refers to successful performance in schooling. In other words, academic achievement is the totality of speech acts and written communications that view the purpose of education primarily as supporting, encouraging, and facilitating a student's ability to obtain high grades and standardized test scores in school courses, especially in courses that are part of the core academic curriculum.

Interview data indicates direct and strong relationship between a TA support and achievements of CSN. According to the view of all participants, achievement level of exceptional students in the current context of inclusive education would definitely be near zero.

One participant underlined: *“Without an assistant the rest of the student would also experience harm of inclusive education because a CT would be totally confused in between exceptional and typical students. Maybe, it is possible to handle the situation without a TA but at the moment in the reality of our education system and education paradigms this probability is very low.”*

Another participant declared: *“Well, in the absence of a support by assistant, I think I would be able to promote social interaction of CSN but definitely not learning. Inclusion is not only about socialization, it is also about quality education of all students. So no TA, no achievements, I believe.”*

PRESENTATION OF THE OBSERVATION DATA

Performance of a CT

Observation data seemingly confirms interview data in terms of too passive participation in inclusive education. In all cases a TA and the CSN allocated to them sat in the far back of the classroom with zero participation in class process. Regularly, TAs held teaching in a separate classroom. All the class teachers were completely engaged in the class process paying too little attention to the teacher assistant–exceptional child dyad. Only in one case, when a student with autism felt some minor discomfort and tried to escape the classroom, a class teacher interfered in the process and helped the assistant calm the student and sit down in his place.

In all observed classes, there were more than twenty students. CTs experienced an obvious difficulty to attend each student privately. In such a case, serving a student with special educational needs demands double the energy and time that CTs spend with students without special needs. Moreover, the lack of necessary teaching aids was quite apparent.

Performance of a TA

Interview data in this point were also confirmed by observation data. TAs' role and contribution were quite prominent. Each teacher assistant was allocated one exceptional student at a time. Obviously, a teacher assistant–an exceptional student dyad is quite usual phenomenon in inclusive education in Azerbaijan. TAs' did exert themselves in order to teach exceptional children sitting at the back of a classroom. Sometimes, when a student had a sense of unease or when it is needed to talk loudly, the dyad went to special classroom assigned to them. Current situation strongly suggest that assistants are not teacher assistants but rather student assistants.

Collaboration between a CT and a TA

Observation revealed no data regarding professional and constant collaboration between CTs and TAs. As mentioned above, the only contribution of a CT was in a case of a student with autism whose discomfort caused a small chaos in a classroom process.

Relationship between a TA support and academic achievements of CSN

With this study the researcher did not intend to assess exceptional students' achievements but rather to find out possible correlation between a TA support and learning accomplishment of student with special educational needs. Based on active and decisive performance of all observed TAs, the observation findings lead to the

conclusion that even the least academic development appears as a result of hard work of industrious TAs.

DISCUSSIONS

In terms of inclusive pedagogy and education policy of the most countries, a TA is not meant to be central character. Instead, a TA is, and should be, in inferior position following the guidance of a CT who is in full charge of all students functioning as a team. Inclusive practice in the countries with better inclusive education keeps a CT's superior status even though a TA has an educational and professional background in teaching. A dominant position of a CT is important because otherwise exceptional students are excluded from mainstreaming even if they are physically present in a classroom. The findings confirmed once more that an inner school marginalization of CSN emerges when a CT and a TA perform on their own ignoring each other. In order to shift centre of gravity from a TA to a CT, the decision-maker in education should address themselves to some crucial issues.

First and foremost they should dare to initiate innovations in education on four main levels: Objectives and Functions; Organization and Administration; Roles and Role Relations; and Curriculum. Moreover, improving CTs' capacity with assistive technology, differentiated instruction, universal design, individual education plan, and individually adapted curriculum can increase CTs' leadership skills in inclusion. Also, reducing class size, access to adapted, materials, availability of special educator support, promoting collaboration between a CT and TA through co-teaching approaches such as "Alternative Teaching", "Team Teaching", "One Teaching One Assisting", "Station Teaching" and "Parallel Teaching". The study results clearly imply that letting TAs too close to exceptional students will definitely lead us to exclusion within inclusion. For effective inclusive praxis class teachers should be high up in the school teaching hierarchy.

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